

Ladybug®

THEME

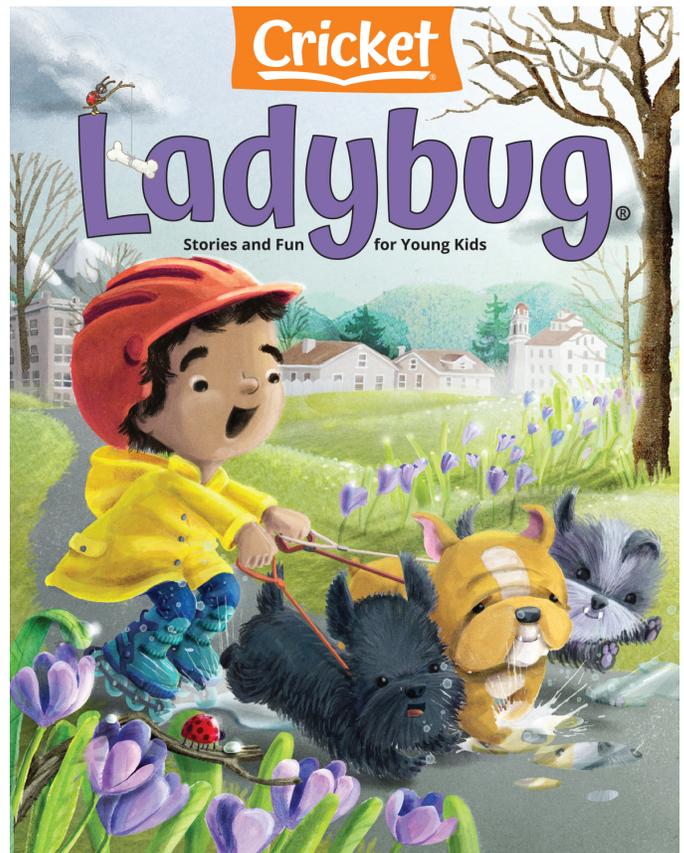
This issue of Ladybug is filled with animals—cats and dogs, rabbits and turtles, moles and slugs, to name a few. Through discussion, observation, reading, writing, and drawing, students will think and learn about how real and make believe animals behave.

CONVERSATION QUESTION

How do animals behave?

TEACHING OBJECTIVES

- Students will interpret words and phrases as they are used in a text.
- Students will conduct short research projects.
- Students will analyze how individuals, events, and ideas develop and interact.
- Students will construct maps
- Students will observe sights and sounds.
- Students will write narratives.



In addition to supplemental materials focused on core English Language Arts skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

SELECTIONS

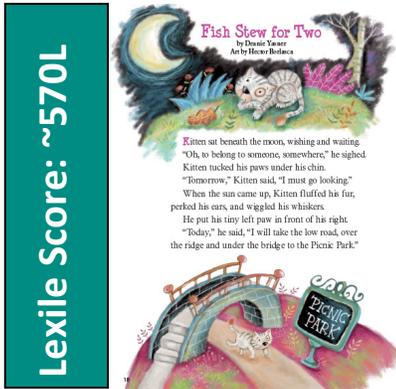
- **Fish Stew for Two**
Fantasy, ~570L
- **A Mole in a Hole**
Poem, N/A
- **Mannerly Gus**
Contemporary Realistic Fiction, ~490L

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Fish Stew for Two

pp. 18–21, Fantasy

Use this story about a kitten who wishes she belonged to someone to teach students about story setting.



Lexile Score: ~570L

RESOURCES

- **Setting Details**

OBJECTIVES

- Students will read and analyze a short story.
- Students will interpret words and phrases as they are used in a text.
- Students will construct maps.

KEY VOCABULARY

- **squished** (p. 19) pressed something into a flat shape
- **flung** (p. 19) threw something
- **pawed** (p. 21) touched or scratched something with a paw

ENGAGE

Conversation Question: How do animals behave?

Invite students to talk about their pets. Have them describe times when they like the way their pet behaves and times when they don't like their pet's behavior. Discuss how people teach their pets to behave the right way. Then tell students to think about how the kitten in this story behaves and whether he is behaving badly or just being a cat.

INTRODUCE VOCABULARY

Display the vocabulary words and read them aloud. Ask students what each word means. Then share the definitions. Have students mime the action of each word. Finally, remind students to look and listen for these words as you read the story aloud.

READ & DISCUSS

Have students listen carefully as you read the story aloud. Then reread the story, pausing to discuss these questions:

1. What is Kitten wishing for?
2. Where does the low road go?
3. What happens at the picnic?
4. What do the picnickers say to Kitten?
5. How does this make Kitten feel?
6. Where does the middle road go?
7. What happens in the garden?
8. What do the picnickers say to Kitten?
9. How does this make Kitten feel?
10. Where does the high road go?
11. What happens at the fishing nook?
12. What does the fisherman say to Kitten?
13. How does this make Kitten feel?

SKILL FOCUS: Recognize Setting Details

Tell students that setting is the time (when) and the place (where) a story happens. Explain that students can learn about the setting of a story by thinking about the illustrations and bits of information in the text. Point out that some stories happen in more than one place. Ask students to name the three places where "Fish Stew for Two" takes place. (Picnic Park, Flower Garden, Fishing Nook) Read the first section of the story aloud. Have students discuss word and picture details that help them imagine the setting. Repeat this process for the other two sections of the story.

ASSESS: Distribute a copy of the *Setting Details* worksheet to each student. Have students complete the worksheet by drawing the three settings and writing about something that happens in each setting.

EXTEND

Social Studies Have students draw a map of your school and the neighborhood around it. First help them think about the buildings, playgrounds, parking lots, and landmarks around the school. Then look at a map of your town to find the streets where the school is located. Draw the streets on the board so students can see. Instruct them to copy the streets and plot the buildings and other landmarks you discussed.

Setting Worksheet

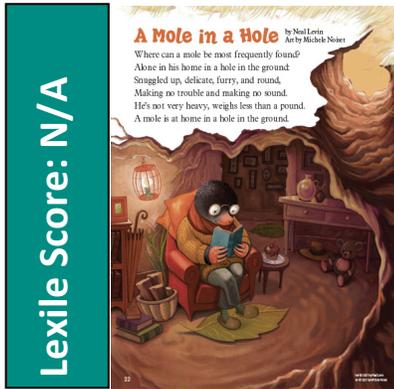
Picnic Park	Flower Garden	Fishing Nook
<p>What happened here?</p>	<p>What happened here?</p>	<p>What happened here?</p>

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A Mole in a Hole

p. 22, poem

Use this poem about a mole as a motivational prelude to a basic animal research project.



A Mole in a Hole by Neil Levin
Art by Michele Stone
Where can a mole be most frequently found?
Alone in his home in a hole in the ground.
Stuggled up, delicate, furry, and round,
Making no trouble and making no sound.
He's not very heavy, weighs less than a pound.
A mole is at home in a hole in the ground.

RESOURCES

- **Animal Report**

OBJECTIVES

- Students will read and analyze a poem.
- Students will conduct short research projects.
- Students will observe sights and sounds.

KEY VOCABULARY

- **mole (p. 22)** a small animal with very small eyes and soft fur that digs tunnels in the ground and eats insects
- **delicate (p. 22)** made up of many tiny parts
- **furry (p. 22)** covered with fur

ENGAGE

Conversation Question: How do animals behave?

Ask students to identify familiar animal characters from books and shows. List them by animal type. Then discuss the differences between story animals and real animals. Ask students to describe what story character animals can do and what real animals can do. Then tell students to listen for information about the animal in this poem.

INTRODUCE VOCABULARY

Display the vocabulary words and definitions and read them aloud. Show students a photo of a mole and ask them to describe its features. Ask students to compare their noses, eyes, fingers, and bodies to the mole's to emphasize that a mole is tiny and delicate. Then ask students to name other small, furry animals. Finally, remind students to look and listen for these words as you read the story aloud.

READ & DISCUSS

Have students listen carefully as you read the poem aloud. Then reread the story, pausing to discuss these questions:

1. Where does a mole live?
2. What does a mole do in its home?
3. What does a mole look like?
4. What kinds of noises does a mole make?
5. How big is a mole?
6. Compare the mole in the picture to a real mole.

SKILL FOCUS: Animal Research Project

INSTRUCT: Review what students learned about moles from the poem. Then tell students they are each going to do research to learn about an animal that interests them. Allow students to choose their animals. Then brainstorm a list of questions students will answer in their reports. (Examples: Where does it live? What does it eat? When does it sleep? What is interesting about it?) Tell students they will use books and websites to answer these questions about their animals. Then distribute the *Animal Report* worksheet. Review the different sections.

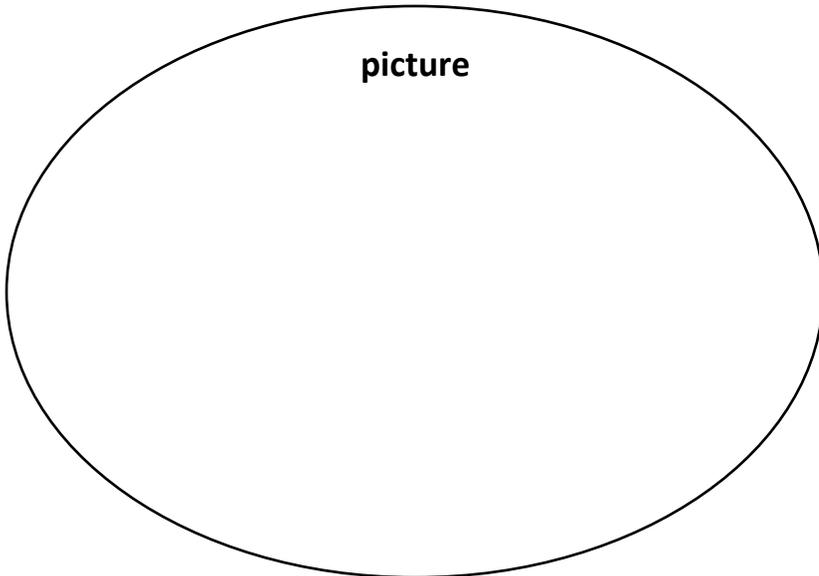
ASSESS: Help students use books, magazines, and websites to research their animals. Have them use a separate piece of paper to answer the questions on their *Animal Report* worksheet. Then have students use the worksheet to make their final reports. Have students take turns presenting their reports to the class.

EXTEND

Science Give students a clipboard, paper, and a pencil. Take students outside and give them some time to observe the sights (animals, scenery, etc) around them. Then have them close their eyes and listen to the sounds (insects, traffic, etc.) Discuss how answers will differ based on location (setting). Have students illustrate the scene that they saw and heard on their trip outside.

Animal Report

My animal _____



Where does it live?

What does it eat?

Three interesting facts about my animal

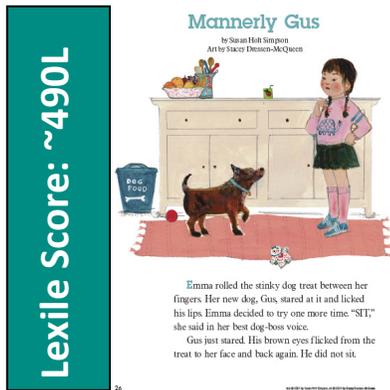
- 1.
- 2.
- 3.

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Mannerly Gus

pp. 26–30, Contemporary Realistic Fiction

Use this story about a girl who teaches her dog tricks to help students analyze the problem and solution in a story.



RESOURCES

- **Problem and Solution**

OBJECTIVES

- Students will read and analyze a short story.
- Students will analyze how individuals, events, and ideas develop and interact.
- Students will write narratives.

KEY VOCABULARY

- **mannerly** (p. 28) being polite, showing good manners
- **bossy** (p. 29) giving orders in a way people don't like
- **kind** (p. 29) being helpful and friendly

ENGAGE

Conversation Question: How do animals behave?

Ask students to think about how they would teach a dog to sit on command. Tell students to think about how they would talk to the dog—what they would say and how they would say it. Also tell them to think about how they might use treats to teach the dog to sit. Have students turn and talk to discuss ideas. Invite pairs to share their ideas. Then tell them to notice how the girl in this story trains her dog.

INTRODUCE VOCABULARY

Display the vocabulary words and read aloud the words and definitions. Talk about places and times when being mannerly is important. Have students work with a partner to take turns asking them to borrow a pencil in a bossy way and a kind way. Finally, remind students to look and listen for these words as you read the story aloud.

READ & DISCUSS

Have students listen carefully as you read the story aloud. Pause to discuss these questions:

1. What do you think a dog-boss voice sounds like?
2. What does Gus do when Emma talks to him in a dog-boss voice?
3. How can you tell Gus is a happy dog?
4. How does Emma feel when Gus does not obey?
5. How does Emma talk to Gus in her bedroom? What happens?
6. What does Emma realize?
7. Why does Trent call the dog Mannerly Gus?

SKILL FOCUS: Identify Problem and Solution

INSTRUCT: Explain that many stories reveal a character's problem and how he or she solves the problem. Ask students to describe characters' problems and solutions in familiar stories. Then turn students' attention to the story "Mannerly Gus." Ask students to turn and talk to identify the problem in this story. Then ask volunteers to share their ideas with the class. Ask how the problem makes Emma feel. Then have students describe how the problem is solved. Discuss the solution with students. Ask them whether the solution came about by accident or on purpose. Have students explain their ideas.

ASSESS: Distribute the *Problem and Solution* worksheet to all students and have them work independently to complete it.

EXTEND

Write Tell students to imagine that Gus could talk to Emma. Brainstorm ideas about what he would tell her about the way she talks to him and how he would like to be treated. Discuss what Emma might say back to Gus. Then give students paper and drawing supplies and have them write and draw a story about Emma and Gus talking to each other. Invite students to share their work in small groups.

Problem and Solution

Draw a picture of the problem. Write words to tell about the problem. Draw a picture of the solution. Write words to tell about the solution.

Problem

Solution
